

**THE INFLUENCE OF USING RANDOM TEXT STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION IN
RECOUNT TEXT OF THE TENTH GRADE AT SMK YPPL
BANDAR LAMPUNG IN ACADEMIC YEAR OF 2021/2022**

A Thesis

Submitted as a Partial Fulfillment of Requirements for S1-Degree

By

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LAMPUNG
2021/2022**

ABSTRACT

Based on preliminary research, it was found that the students got difficulties in comprehend reading text. The students did not interest with reading text and the students are difficult to comprehend the reading. This research was conducted to find the significant influence of using random text strategy in students' reading comprehension in recount text.

The research used pre-experimental design. In this research, data collecting technique used cluster random sampling. The population used the tenth grade of SMK YPPL Bandar Lampung in academic year of 2021-2022. The sample of the research was one class consist of 27 students. In collecting the data instrument was used in the form multiple choice. Before conducting the treatments, the students did the pre-test, after conducting the treatments, the students did the post-test. The treatments were held in three meetings.

After got the data of students' score from pre-test and post-test, the analyzed the data using using SPSS (*Statistical Package for Social Science*) version 20 to compute the paired sample t-test. From the data analysis computed by SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.050$. It means that H_a was accepted because of $Sig. < 0.050$. Therefore, there were significant influence of using Random Text Strategy toward students' reading comprehension in recount text of tenth grade of SMK YPPL Bandar Lampung.

Keyword: *random text strategy, reading comprehension, recount text, pre-experimental*

DECLARATION

I am a student with the following identity:

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Cerify this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other opinions or findings included in this thesis are quoted or cited in accordance with ethical standards.

Bandar lampung, 20 Oktober 2021

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ADMISSION

A Thesis entitled: **“THE INFLUENCE OF USING RANDOM TEXT STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT OF THE TENTH GRADE AT SMK YPPL BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022”**, by: **Rizka Rahmadhani**, NPM: 1611040153, Study Program: English Education, was tested and defended in the examination session held on: Thursday, November 18th 2021.

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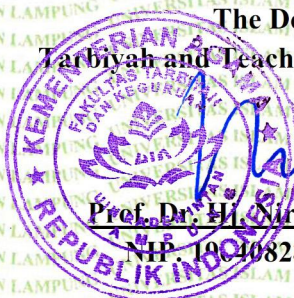
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MOTTO

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

"Whoever follows a path in search of knowledge, Allah will make easy for him the path to heaven." (HR. Muslim, no. 2699)¹

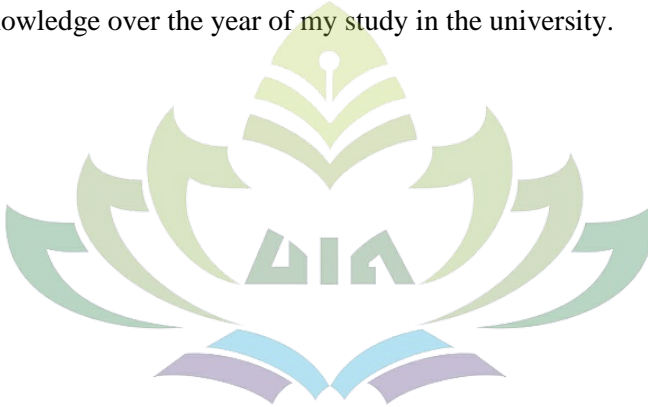


¹ Muhammad Abduh Tuasikal, “ Menuntut Ilmu Jalan Paling Cepat Menuju Surga “ (On;Line), available at <https://rumaysho.com/12363-menuntut-ilmu-jalan-paling-cepat-menuju-surga.html>

DEDICATION

This thesis dedicated to:

1. My God Allah SWT, who have given bless and mercy to the completion of my thesis.
2. My beloved parents: Mr. Suwarno and Ms. Maryatin who have provided me with prayers and never ending support for the success of my life. They are always give best motivation.
3. My beloved brother and sister, my beloved cousin, and best friend who always motivating, caring, supporting during many difficult stages of my study in the university.
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CURRICULUM VITAE

Rizka Rahmadhani was born on January 21th 1998 in the city of Bandar Lampung. Rizka is the first daughter of Mr. Suwarno and Ms. Maryatin. She has two brothers and one sister, they are Ilham Habi Pranata, Muhammad Alman Khoiro, and Nadhila Hafizta.

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Finally, there are still a lot mistakes in this thesis. Any corrections, comments, and critics for the betterment of this thesis are always open-heartedly welcome.

Bandar Lampung, 20 Oktober 2021
The Researcher,

Rizka Rahmadhani
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CHAPTER I

INTRODUCTION

A. Background of Problem

Learning English, especially reading comprehension in this area of globalization is something that need to obtain more information. Reading comprehension skill is students' success influence.¹ It means students' ability to understand what they read is an important skill. In reading process, the students must to read and understand what text is about. The students must master their reading comprehension skill and focus is not learning to read, but reading to learn.

English is a foreign language in Indonesia. In Indonesian schools, there are four skills in English, such as listening, speaking, reading and writing. Reading is one of important language skills that should develop inside and outside the classroom. Reading can help us to get information about the text. Reading is very useful, because without reading we will know the information that we have not known before. In academics, students should be able to read because it can increase students' knowledge. Reading is not simple, reading is an active process which requires a great deal of skill and practice.² It mean that to be a good reader, students must be often to read for increasing their skill reading.

Reading has several categories, such as reading ability, reading achievement, reading comprehension, and so on. The goal of write language is communication of messages, therefore comprehension is the essence of reading.³ When the students can not understand what a text talks about, it means they do not read.

¹ Kissau Skott, Hilter Florian, *Reading Comprehension Strategies* "An international Comparison of teacher Preferences" (Vol.8 no.2; 2013)

² Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: Amerika Library Association, 2007), p.10

³ Gerald G. Duffy, *Explaining Reading : A resource for Teaching Concepts, Skills, and Strategies* (2nd ed) (New York: The GuildFold Press, 2009), p.14

It means that after the students read, at least there is a point of the text the students get to achieve it, the students should use the right strategy.

Based on the curriculum 2013, in syllabus of Senior Vocational School that recount text includes as one of subject materials in reading.⁴ Recount text is a kind of the text which is thought at the tenth grade student of SMK and MAK.

There are some problems in teaching and learning reading comprehension in Indonesian schools. Based on the data of interview one of English teacher in SMK YPPL Bandar Lampung especially the tenth grade and some of students and the result of interview that to the students there are some problem in reading class. The first some of the students low of motivation. The seconds student were difficult to comprehend the reading material. Third the teacher use a boring technique.

Based on interview in preliminary research, the researcher get the data of students' reading test from the English teacher. The students' reading score could be viewed in the table:

Table 1

Students' Reading Score at the Tenth Grade Students of SMK YPPL Bandar Lampung in Academic Year of 2021/2022

NO	Score	The Number of Students	Percentage
1	≥ 70	28	38.8 %
2	< 70	44	61.2 %
Total		72	100%

Source: the score from English teacher of SMK YPPL Bandar Lampung

Based on the table 1, the total number of students in the failed category is higher than then passed category. There are 44 students in failed category (61.2%) and 28 students is passed

⁴ Syllabus of 2013 Kurikulum for SMK

category (38.8%). It can be inferred that the achievement of the students in learning reading comprehension is low, because the criteria of minimum mastery (KKM) in reading at SMK YPPL Bandar Lampung is 70.

To resolve this problem, the teacher must help students in teaching learning process using strategy. Strategy where the teacher and learners engage in a collaborative problem solving activity with the teacher providing demonstrations, support, guidance and gradually with drawing these as the learner becomes increasingly independent.

The random text strategy is disconnect reading text and the student arrange the text to be reading intact.⁵ Random text strategy invites the students train their creative and active thought, because in random text as active learning strategy, students arrange the text that have been cuts into pieces to be a paragraph then the paragraph will be arranged into a good and suitable text. It can help the students to understand the meaning or the purpose of the text easily with the discussion when the students using random text. It can suitable for developing reading comprehension of the students.

There are some previous research is done. The first research, base on the research by Rustan entitle "Using Random Text Strategy in Improving Reading Comprehension Ability to The Second Year Students at SMP Majane". In this research, random text strategy could make improve to teach reading.⁶

The second research that conduct by Cindy Nur Azizah with the title "*Using Random Text Strategy to Improve Reading Comprehension of Eleventh Grade At Man 1 Lampung Timur in The Academi Year of 2019/2020*".⁷ in this research show that there

⁵ Yesa, Isabella. *Efektivitas Pembelajaran Aktif Teks Acak Menggunakan Media Kartu Kata Terhadap Kemampuan Membaca Kalimat Hiragana Siswa Kelas X SMA Negeri 4 Sidoarjo*. E-Journal,. Vol.3 No.2 (April, 2016) p.2

⁶ Rustan, *Using Random Text Strategy in Improving Reading Comprehension Ability to The Second Year Students at SMP Majane*, (UIN Aluddin: Makassar,2010)

⁷ Cindy Nur Azizah on "*Using Random Text Strategy to Improve Reading Comprehension of Eleventh Grade At Man 1 Lampung Timur in The Academic Year of 2019/2020*", (IAIN Metro: Metro, 2020)

is a great improvement of the students reading comprehension, the difference the previous research is the technique of collecting the data, the previous study using classroom action meanwhile this research using experimental design. The similarities between previous research is the use of random text strategy as strategy.

Based on explanation above, there are differences between those previous research and present research. Based on the background of problem above, the purpose of this research want to know “The Influence of Using Random text Strategy toward students’ reading comprehension in recount text of the tenth grade at SMK YPPL Bandar Lampung”.

B. Identification of the Problem

Based on the background of the problem, the problem identifies as follows:

1. The students do not interest reading.
2. The students are difficult to comprehend the reading.
3. The English teacher use monotonous technique to teach in reading class.

C. Limitation of the Problem

Based on identification of the problem, this research will focus on influencing Using Random Text Strategy toward Students’ Reading Comprehension in Personal Recount Text at the Tenth Grade of SMK YPPL Bandar Lampung in academic year of 2021/2022.

D. Formulation of the Problem

Based on limitation of the problem above, the formulation of the problem as follow: is there any significant influence of using Random Text Strategy toward students’ reading

comprehension in recount text of the tenth grade at SMK YPPL Bandar Lampung.

E. Objective of the Research

Based of the formulation of problem above, the objective of this research is this study to find out the influence of using random text strategy toward students reading comprehension in recount text of tenth grade at SMK YPPL Bandar Lampung.

F. Significances of the Research

Pratically

a. For the teacher

The significance of this research is expect to give information of the English teacher of SMK YPPL Bandar Lampung about the influence of using random text strategy towards students' reading comprehension.

b. For the students

This research is expect to motivate the students to be interest in learning reading comprehension.

G. Scope of the Research

The scope as research as follows:

1. The subject of the research

The subject of this research used the students of tent grade of SMK YPPL Bandar Lampung in the academic year of 2021/2022.

2. The object of this research

The object of the research was random text strategy and student reading comprehension.

3. The place of this Research

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

English is an international language. For most people in this world English is very important, because with English we can communicate with our friends from other countries, by learning English we can get more information and knowledge. In some countries in this world, English is their International language. It is different from Indonesia, English is as foreign language in this country. Even though English is foreign language in Indonesia, English is one of subjects in Indonesian schools.

Teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities.¹ The one significant factor that influences most the success in teaching and learning is teacher. The teacher has to find the way to teach as English as foreign language communicatively.

Learning language as a native language is different from learning language as a foreign language.² Teaching English as a Foreign language is not easy, but this is an interesting thing because teacher is required to teach language that the student does not use in their daily life. In teaching English, the teacher should have an interactive or interesting method or technique.³ There are some students in Indonesia only learn English in their school, if they do not learn well they can not master English. In this situation the teachers should teach their students with interesting method or strategies to make students have more the curiosity. The teacher

¹ Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as a Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung", Vol.7 No.4 (October, 2016), p.485

² A.g Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 20

³ Satria Adi Pradana, "The Analysis of Teaching and Learning Reading through Think Aloud Method". *The Journal of English Language Teaching in Foreign Language*, Vol.2 No.2 (November 2017), p.170

should therefore apply an effective approach to teach English so that the learners can actively participate in the phase of teaching-learning.⁴

Based on explanation above, to teach English as foreign language the teacher should use the suitable method or strategy. When the teacher can use the right method or strategy in teaching English, it can be communicative activity.

B. Reading

1. Definition of Reading

Reading is process to analyze, coordinate, and interpret the variety of sources of information.⁵ Reading is not an easy thing because we need a focus when we read a text. Reading is not only seeing and mentioning every sentence of a text, but also in reading process we need analysis skill to get the information of the text that we read. The important thing in reading process is we have to identify.

Most of people who get more knowledge about the world is good readers and more often to attend college than people who don't read well.⁶ It mean good readers have high curiosity. Therefore, they are more interest to attend college. Accordingly, their knowledge more and more increases.

Reading is one of important skills in learning English. In reading process readers have to analyze, coordinate, and interpret the variety of sources of information.

⁴ Mohammad Muhassin, et. al. "The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension", *International Journal of Instruction*, Vol.14 No.2 (April, 2021), p.256.

⁵ Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, *Early intervention for Reading Difficulties; The Interactive Strategies Approach* (New York : The Guilford Press, 2010) p.9

⁶ Ellen McIntyre, Nancy Hulan, Vicky Layne, *Reading Instruction for Diverse Classroom; Research-Based, Culturally Responsive Practice* (New York : The Guilford, 2011), p.1

2. Type of reading

There are four type of readung, they are:

a. Perceptive

Perceptive eading is focus on bottom-process.

b. Selective

Selective reading involves looking a readers ability to recognize grammer, discourse features, etc.

c. Interactive

Interactive reading involves deriving meaning from the text.

d. Extensive

Extensive is reading large amounts of information.⁷

It can conclude that reading is combination of making sense of the word and using prior knowledge to comprehend text.

3. Genre of Reading

a. Academic Reading

1. General interest articles
2. Technical reports
3. Reference material
4. Textbook and thesis
5. Eassays and papers
6. Test direction
7. Editorials and opining writing

b. Job-related Reading

1. Message
2. Latters

⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (California : Longman, 2003), p.189.

3. Reports
4. Schedules
5. Form, labels, sign, announcement
6. Forms, applications, questionnaires
7. Financial documents
8. Directories
9. Manuals

c. Personal Reading

1. Newspaper and magazine
2. Letters, emails, greeting cards, invitation
3. Message, notes, lists
4. Schedules
5. Recipes, menus, maps, calendars
6. Advertisements
7. Novel, short stories
8. Financial documents
9. Comic strips and cartoons⁸

In enables the readers to apply certain schemata that will assist them in extracting appropriate meaning.

C. Reading Comprehension

1. Definition of Reading Comprehension

According to Brown, reading comprehension is necessarily dependent on at least comply word reading : when the readers cannot identify (decode) the words in that text, they cannot understand the whole text.⁹ It mean the readers

⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (California : Longman, 2003), p.188

⁹ Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York, London : Routledge, 2015), p.1

should have knowledge to understand a text. The goal of written language is to communicate the message, so comprehension is the essence reading.¹⁰ We can comprehend the written language by reading. The reader who cannot read well will not understand what is the text that they read about without helping from other. According to Brown, there are eight criteria of language assessment in reading skill as follow:

1. Main idea (topic)
2. Expression/ idiom/ phrase in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specially stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in context¹¹

According to Gerald G. Duffy reading comprehension covers more than the responses of readers to text.¹² Reading comprehension is a complex thing. It involves the reader and the text that they read. However, it is not only about meaning, but also in process reading comprehension there are interactions which the readers do (understand the type of the text and use their background knowledge to know the content or the purpose of the text that they read) the meaning will loss without the ability to comprehend and engage with text.¹³

¹⁰ Gerald G. Duffy, *Explaining Reading : A resource for Teaching Concepts, Skills, and Strategies* (2nd ed) (New York: The GuildFold Press, 2009), p.14

¹¹ Douglas Brown, *Language Assessment Principles and Classroom Practice*, (Sanfrancisco : Pearson Education Longman, 2004), p.206

¹² Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties; What Works for Special-Need Learners* (New York : The Guilford Press, 2007), p. 8.

¹³ Gina Berridge, et. al. *Personal Reading Strategies of College Freshmen Placed in A Developmental Reading Class* (International Journal of Global Education) Vol (4), (Evasville : University of Southern Indiana, 2015), p. 23.
<https://www.semanticscholar.org/paper/PERSONAL-READING-STRATEGIES-OF-COLLEGE-FRESHMEN-IN->

Comprehension monitoring skills are important factors in reading comprehension. It can help the readers in self-assessing their reading comprehension. There are four things are necessary to reviewed in reading comprehension, namely :

1. History of reading instruction,, review the story of reading instruction we can know the kinds of reading instruction well.
2. Type and purpose of reading, knowing the types and purpose of reading and applying the strategies will be very helpful for students to develop their reading skill.
3. Cognitive reading skills, there are some lists cognitive skill, they are : (1) to anticipate both the form and the content, (2) to identify the main ideas(s), (3) to recognise and recall specific detail, (4) to recognise the relationship between the main idea(s), (5) to draw conclusion.
4. Variable involved in comprehension, in order to comprehend written texts well, the instructor should take into consideration the following variables ; (1) background knowledge of the students, (2) strategies that students use in the comprehension task, (3) purpose of reading or the nature of the task, (4) length of the text, (5) type of the text, (6) treatment of new vocabulary.¹⁴

2. Teaching Reading Comprehension

Teaching is a process where the teachers convey their knowledge to their students. The good teacher have to think hard about they want their students to learn.¹⁵ The teacher

[Berridge/1292507a80d2b34f50aa2136095eac8fb9c11b1c](https://www.google.com/search?q=maria+novary+ngabut+reading+theories+pdf&oeq=maria&aqs=chrome.1.69i57j35i39j0l2.1916j0j4&client=ms-android-vivo&sourceid=chrome-mobile&ie=UTF-8), (accessed on 18th Juny 2020)

¹⁴ Maria Novary Ngabut, Reading Theories and Reading Comprehension (Journal on English as a foreign language) Vol (5), (Universitas Palangkaraya, March 2015),

<https://www.google.com/search?q=maria+novary+ngabut+reading+theories+pdf&oeq=maria&aqs=chrome.1.69i57j35i39j0l2.1916j0j4&client=ms-android-vivo&sourceid=chrome-mobile&ie=UTF-8>

¹⁵ Suzanne M. Wilson, *Penelope L. Peterson, Theories of Learning and Teaching What Do They Mean for Educators?* (Washington : National Education Association, 2006), p. 9.

should think how to make their students interest to the lesson that the teacher want to tell them. When the students are interest with the lesson that the want to learn , they will more focus to learn.

In reading comprehension, readers must master five skills to make they read easily.¹⁶ They are : activating word meaning, understanding sentences, making inferences, comprehension monitoring, understanding text structure. It means that reading comprehension is a competence to process a text (writte language). In teaching reading comprehension strategies:¹⁷

1. Activating or building background knowledge
2. Using sensory images
3. Questioning
4. Making predictions and inferences
5. Determining main ideas
6. Using fix-up option
7. Synthesizing

Random text strategy is one of reading comprehension strategies that help students to express their ideas more clearly in reading text.

D. The Nature of Text

1. Definition of Text

Text is something that has contents and purposes. A text is meaningful linguistic unit in a context, the text is both

¹⁶ Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York, London : Routledge, 2015), p. 12.

¹⁷ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: Amerika Library Association, 2007), p.10

speak and write text.¹⁸ Text can be used as communication tool. There are some elements of text :

- a. Language
- b. Grammar
- c. Structures
- d. Human mind¹⁹

2. Types of text

Based on Gerot and Wingnell text can be divided by several types, there are:

a) Spoof

The text to retell on an event a humorous twist.

b) Recount

The text to retell events for the purpose of informing or entertaining.

c) Reports

The text to retell or describe an event that made by arrangement of natural, man, and social phenomena in our environment.

d) Analytical Exposition

The text to persuade the reader or listener that something in the case.

e) News item

The text to inform readers, listener or viewers about events of the day which are considered newsworthy or important.

¹⁸ Definition and Examples of Text in Language Studies”, (On-line) available at <https://www.thoughtco.com/text-language-studies-1692537>

¹⁹ Elena Tarasheva, *Repetitions of Word Forms in Text ; An Approach to Establishing Text Structure*, (Cambridge : Cambridge Scholars Publishing, 2011), p.17

f) Anecdote

The text to share with others an account of an unusual or amusing incident.

g) Narrative

The text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h) Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i) Description

Description is a text to describe a particular, person, place, or thing.

j) Hortatory Explanation

Hortatory Explanation is a text to persuade the reader or listener that something should or should not be the case.

k) Explanation

Explanation is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l) Discussion

Discussion is a text to present (at least) two points of view about an issue.

m) Review

Review is a text to critique an art work or event for a public audience.²⁰

3. Definition of Recount Text

Recount text is a piece of text that retells past events, usually in which they happened.²¹ According to Siahaan and

²⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Camery: Antipodean Educational Enterprises, 1995), p.192-205

Shinoda that recount is written out to make report about experience of a series of related event. Recount text is also is written out to inform am events or to entertain people.²² It can be conclude that recount text is one kind of text that tell about past events, like experience. Whose purpose is to give information of the event and to entertain the readers.

4. Generic Structure of Recount Text

Recount text consist there are three parts as a follows:

1. Orientation

Orientation is introducing the participants, who involve in the story, where and when the story happen in the story. It orients the reader to the events that follow which introduce character in a setting the time or the place.

2. Events

Events is the main important activities or events that occurred in the the story of the text the function of events is to give sequence of event. It presents the events chronological (in order which day happened).

3. Re-orientation

Re-orientation is optioal. It returns the reader to the point of departure or sometimes the writers give comments on the whole sequence of events described. Some recounts have a evaluate comment or a conclusion which may constitute the writers comment on event describe previously, but this is just optional, some recount may not have this conclusion paragraph.²³

²¹ Dhonnal Pharr and Santi Buscemi, *Writing Today : Context and Opinion for the Real World*, (McGraw-Hill Bostob, 2005), p.44

²² Sanggam Siahaan and kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.3

²³ Emi emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi, 2010), p.107

5. Type of Recount Text

There are three types of recount text, such as :

a. Personal Recount

There usually retell an event that the writer was personally involved in.

b. Factual Recount

Factual recount is recording an incident.

c. Imaginative Recount

Imaginative recount is writing an imaginary role and giving details of events.²⁴

Base on type of recount text above this research focus on personal recount.

6. Language Features in Recount Text

According Gerot and Wignell, the language features of recount text are as follow:

- 1) Introducing personal participant ; I, my parents, my group, etc.
- 2) Using chronological connection ; first, then, next, etc.
- 3) Using linking verb ; was, were, saw, heard, etc.
- 4) Using action verb ; buying, shopping, walked, go, etc.
- 5) Using simple past tense ; (S + V2), saw, went, etc.²⁵

7. Example of Recount Text

1.1 Personal Recount

Example of personal recount:

Meeting My Idol

²⁴ Rojas, *Language Features of Seven writing Genrees*, (Language Education Consultant, 2010), p.10

²⁵ Quantum Enterprise Education, recount text, taken from: <https://thinkquantum.wordpress.com/2009/11/11/recount-text/>. Retrieved on agustus 20th,2020

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with

him. He was just an amazing person. That was one of the best days in my personal life history.²⁶

1.2 Factual Recount

Example of factual recount:

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British Army at that time was part of the Allied Forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.W.S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons. However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed. On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city. In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the

²⁶ Utami Widiati, Zuliati Rohmah, dan Furaidah, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*, (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), p.110

Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.²⁷

1.3 Imaginative recount

example of imaginative recount

When John was teenager, John was dreaming of being super hero. He imagined as Spiderman.

One day, he was bitten by a spider when he was fishing at the river and luckily he was not dying. Then, he felt cold for full a day and he was alone in his room. He didn't tell to his family because he was afraid that they would angry to him. So, nobody knew about it.

After the day, something had happened to his body and he still didn't recognize about it. He bounced off the road and his motor cycle was totally broken. Extraordinary, at that case he didn't feel any hurt. Really there was no blood on his body. The bus didn't stop and it escaped. He was angry at that time. He ran after it then he didn't know he could jump so high and run so fast. He jumped and climbed like a spider to the back of the bus. He went to the front and stooped the bus. He took the driver out of the door of bus. He knew that he was no more a normal human being.

Then, he did nothing more to the bus driver. He went back home and decided to do next action after that.

²⁷ *Opcit*, p.123

He decided to do nothing like Spiderman that help people to catch criminal at the movie. He used his power only got into dangerous.²⁸

E. Random Text Strategy

1. Definition of Random Text Strategy

Definition random text strategy consists of three words that are random, text and strategy. The first word is random, random in the Oxford Dictionary means done, chose, etc without a definite plan or pattern.²⁹ According to Michael N.Jones random paragraph is construct picking all letters randomly. A question of interest is whether our measures of typists' sensitivity to n-gram structure in English Would vary depending on the text that typist copied. If they do, than we can infer that utilization of knowledge about n-gram likelihoods can be controll by typing context.

The second word is text, according to Jack C. Richard text is a simple story, a scientific text, a news report, etc.³⁰ Moreover, according to J.R. Martin text is reformulating meaning in order toclarify what is meant, or whether they signal that something is the same about the way in meant, distinct meanings are organise.³¹ It means that text is any of the writte or print versions or adition of a piece of writing. The third word is strategy, according to Jack C. Richard in Longman Dictionary, a strategy where the teacher and leaners engage in a collaborative problem solving activity with the teacher providing demonstrations, support, guidance and gradually with drawing these as the leaner becomes

²⁸Example of Recount Text, (On-line) available at <https://visitpare.com/pojok-bahasa/recount-text-bahasa-inggris>

²⁹ Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New york: Oxford University Press, 2008), P.306

³⁰ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education, 2002) P.115

³¹ J.R. Martin, *English Text System and Structure*, (Amsterdam: John Benjamins Publishing, 1992), P.208

increasingly independent. It is means a strategy usally an intentional or potentially intentional behavior carried out with the goal of learning, sometimes used to refer to the ways that children process language without implying either intentionality or awareness.³²

From the explanation above the research concludes that Random Text Strategy is one way to teach reading comprehension where the reading material which are given to the students are in the random form. Cooperatively sequencing pieces of the random text, first skimming for meaning to establish a quick order, then scanning for detail to confirm its accuracy. The reasearch need a short text cut into pieces and reproduce enough times for each group of learners to have a copy; one complate copy of the text for the teacher; an envelope for each jumbled copy of the text. The student's duty is analyse and organize to become a true reading material, so that they understand what the writer means in the text.

The definition based on Isabella, random text strategy is disconnect reading text and the student arrange the text to be reading intact.³³ It means that random text strategy invites the students training their creative and active thought, because in random text as active learning strategy, students arrange the text that have been cuts into pieces to be a good paragraph then the paragraph will be arranged into a good and suitable text.

Meanwhile according to Nur Sehang Thamrin Random text strategy is a strategy in the teaching process where the text functions as the main tool. In this case, the text is given to students disorderly and then they will arrange it on the correct form. Random text strategy is one of the active learning

³² Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Pearson Education, 2002) P.301

³³ Yesa, Isabella. *Efektivitas Pembelajaran Aktif Teks Acak Menggunakan Media Kartu Kata Terhadap Kemampuan Membaca Kalimat Hiragana Siswa Kelas X SMA Negeri 4 Sidoarjo*. E-Journal, 2016

strategies. This strategy is appropriate to the language learning because it can help the students to think logically and chronologically.³⁴

2. Procedure of Random Text Strategy

According to Andrew, David and Micheal, procedures of Random Text Strategy lesson can be applied in class as follows:

1. Selecting a material which familiar with the students, the text may be an article, a story, a joke, a poem, a letter, an essay, an argument, etc.
2. Show one example of material to the student then explain about what they have to do, that is arranging Random Text into a correct order.
3. Cut the text into paragraph, verses, sentences, or even half sentences.
4. Give the students text in the random form.
5. Ask the students arrange of the piece in the correct sequence.³⁵

And the other procedure according to Thamrin, Dewi and Ghifarizki, the procedure Random Text Strategy are:

1. The teacher introduce the material in the form of text.
2. The teacher divide the student into group.
3. The teacher giving several cards contain the text in random form.
4. The students to read it carefully and then rearrange the text to become a good sequence.

³⁴ Nur Sehang Thamrin, et. al, "The Effectiveness of Using Random Text Strategy in Teaching Reading", Vol.8 No.2 (2020), p.3

³⁵ Andrew Wright, David Betteridge and Micheal Buckby, *Games for Language Learning*, (USA: Cambridge University Press, 2006), p.87

5. The teacher ask the students about the content of text being studied.³⁶

The researcher applied the two procedures by reconstructing the steps above, as follows:

1. The teacher selecting a material which familiar to the students in the form of text, in this research, the researcher will use recount text.
2. The reseacher divide the student into group.
3. The researcher cut the recount text into a paragraph.
4. The researcher gives the students text that cut in random form.
5. The students to read it carefully and then rearrange the text to become a good sequence.
6. The researcher ask the students about the content about the being studied.

3. Advantages of Random Text Strategy

There are some advantages in using random text strategy as follows:

1. Random text strategy help students to signal words in text so they can effectively comprehend the text.
2. Random text help students to express their ideas more clearly in reading text.
3. Random text may be beneficial to student in editing, because can guide learning and help the students solve problem by themselves.
4. Random text help the students works more easily, because the students are able to correct most of the mistakes by themselves.
5. Random text help the readers to observe in natural language text.

³⁶ Nur Sehang Thamrin, et. al, "The Effectiveness of Using Random Text Strategy in Teaching Reading", Vol.8 No.2 (2020), p.8

6. Random text can provide insights in the process that lead to the origin and the evaluation of human language.³⁷

Base on some of the advantages above, the researcher concluded that using Random Text Strategy can improve comprehend in reading text and also students to express their idea more clearly in accordance with the readings that are arranged correctly.

4. Disadvantages of random text strategy

Disadvantages this strategy are:

1. For some students, but it can also be destructive, making students anxious, with losers categorising themselves as 'no good' and the winners categorising themselves 'very good'. Neither of these things may be true, and neither helps learning.³⁸
2. When this random strategy is applied individually it takes a long time.
3. The teacher must control some students in the group.

F. Frame of Thinking

In learning process especially Indonesian schools can not understand the reading text easily. In other word, students can not comprehend the reading material. In learning process especially reading, the reader also should be able to organize the text to comprehend the text in reading. By using random text strategy, the student will be easy to get the meaning and the purpose of the text, and they can be active when the understand the meaning of the text in this strategy can make the students were motivated to learn reading and this strategy help students comprehend the content of the text very well since the students can share, complain, discuss, and compare their ideas with other members.

³⁷ Chris Biemen, *Structure Discovery in Natural Language*, (New York: Springer, 2012), p.71

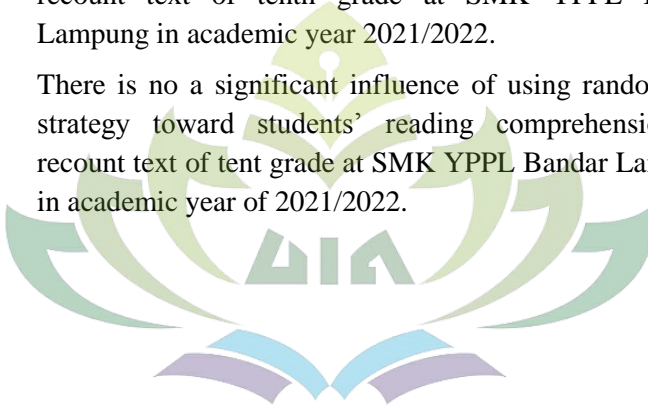
³⁸ Andrew Wright, David Betteridge and Micheal Buckby, *Games for Language Learning*, (USA: Cambridge University Press, 2006), p.1

In this research random text strategy can help the reader in teaching reading process. Random text help students to express their ideas more clearly in reading text. It can be an alternative strategy for teaching learning. It can be alternative strategy for teaching learning since it expect to make student interest and active in learning English particularly in reading.

G. Hypothesis

The hypothesis as follow:

- H_a : There is a significant influence of using random text strategy toward students' reading comprehension on recount text of tenth grade at SMK YPPL Bandar Lampung in academic year 2021/2022.
- H_0 : There is no a significant influence of using random text strategy toward students' reading comprehension on recount text of tenth grade at SMK YPPL Bandar Lampung in academic year of 2021/2022.



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